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ABSTRACT

This inventory lists appropriate behaviors or skills for industrial arts teachers at the middle and secondary school levels in the following seven areas: (1) program and course organization, (2) teaching methodology, (3) educational technology and media use, (4) laboratory management, (5) observation, (6) student performance evaluation, and (7) professional and related behaviors. The original compilation of 205 items in these seven categories is enlarged here to 231 through the additions and deletions by a review board consisting of two teachers and five supervisors of industrial arts and two junior high principals. The three major uses of the inventory are suggested for industrial arts teachers: pre- or in-service preparation, self-evaluation, and guidance for structuring teacher education programs or courses. To clarify twelve education terms used, a brief definition section is included. (ELG)

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An Inventory of Behaviors for Industrial Arts Teachers

by

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Foreword

This publication is a compilation of teacher behaviors related to a number of different areas associated with the work of an industrial arts teacher at the middle and secondary school levels. Each of the statements is stated in a broad behavioral form without an attempt to state a definitive quality of performance. The decision to not state a definitive level or quality of performance was done with the recognition that there are too many unknown variables associated with the individual teachers, the students, the environment, and the community in which the statements might be applied.

This compilation of teacher behaviors was intended to serve several fundamental purposes. (1) It could be used in pre and in-service teacher preparation. (2) It could be used as a self-evaluation instrument wherein a teacher could make an analysis of his/her capabilities on such an inventory. (3) The listing of behaviors could serve as a guide for structuring teacher education programs or courses associated with the several areas covered in such a compilation.

This inventory of industrial arts teacher behaviors was developed as a part of the activities involved in the Maryland Vocational Curriculum Research and Development Center at the University of Maryland.

April, 1978

Donald Maley

Acknowledgment

This compilation of industrial arts teacher behaviors involved the assistance of a number of people. The initial compilation consisted of 205 items. These were listed in seven different categories depending upon the nature of the behavior. A list of definitions was also developed to provided some consistency in interpretation of the items. The seven different listings, containing a total of 205 items and the definitions of terms were then sent to a group of educators who were asked to validate the listing and also to add any items they thought necessary. This group included two industrial arts teachers in the public schools, two junior high school principals, and five local supervisors or coordinators of industrial arts in Maryland. The following is a listing of these persons and grateful acknowledgment is extended to them for their invaluable assistance in this effort.

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It is important to note that as a result of the suggestions from the above group, two items were deleted and 29 new items were added.

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Introduction

The development of an inventory of teacher behaviors for any area is at best a risky venture. There are the dangers of misinterpretation, having too many items, and on the other hand having too few. No single document can or will speak for the industrial arts profession with complete acceptance or completeness in detail. The central thrust of this effort was to establish a basis for further discussion as well as individual or group action. It is an inventory that should be a starting point from which numerous revisions would result.

The inventory of industrial arts teacher behaviors does provide the reader with a base from which one might develop a sensitivity to the range of involvement the teacher may have in the performance of his/her function. The inventory is divided into seven different headings common to the work and function of industrial arts teachers at the middle and secondary school levels.

They include:

Program and Course Organization Behaviors of the Teacher

Teaching Methodology Behaviors of the Teacher

Educational Technology and Media Use Behaviors of the Teacher

Laboratory Management Behaviors of the Teacher

Observation Behaviors of the Teahcer

Student Performance Evaluation
Behaviors of the Teacher

Professional and Related Behaviors
of the Teacher

The industrial arts teacher behaviors in this inventory are not listed in any priority order. Likewise, the seven categories are not listed in any priority order. Some of the statements appear to be similar with the exception of one or two functions. This is the result of trying to maintain a singular function or behavior for each item.

The use of such an inventory of industrial arts teacher behaviors may be along the following lines.

1. An individual teacher makes a personal assessment of his/her capabilities.
2. Beginning, pre-service teachers may develop a sensitivity to the kinds and range of capabilities that may be expected of a teacher.
3. The listing may be used as a base for determining in-service teacher needs.
4. Such an inventory may be helpful to textbook writers in dealing with the several areas as identified.
5. Curriculum developers in teacher education may find the listing useful in the structuring of programs or courses.
6. It also may be useful to the lay public in helping them get a better understanding of the range and complexity of the role of the industrial arts teacher.

Definition of Terms

(Ed. Note) The educational community has a number of terms that it uses in the conduct of its business. There are times when the meaning of a particular word or phrase varies according to the use to which it is put. The following is a selection of terms with definitions in keeping with the intended meaning for use in this publication.

1. Action Studies

   These are studies regarding student performance, program effectiveness, behavior change, etc., carried out by the teacher as an on-going part of program improvement.

2. Affective

   This applies to the attitude component of an individual's development and is recognized as one of several domains of learning or behavior change.

3. Cognitive

   This applies to the informational component of an individual's development and is generally used to denote the information domain of the educational experience.

4. Disadvantaged

   This term is used to describe students who are experiencing learning difficulties due to cultural or economic background.

5. Group Project

This is a planned educational activity involving three or more students and which usually results in a single physical product whose planning and construction represents the efforts of the total group.

6. Handicapped

This term is used to identify students who have certain educational difficulties due to physical or emotional problems such as hearing, seeing, physical mobility, loss of limb, or emotional stress.

7. Individualized Programs

This is meant to include those educational programs that are designed and structured to meet the needs of a particular student.

8. Inquiring Processes

This term refers to those special techniques or procedures by which the indivdual or group proceeds to get information or data on a particular item or issue.

9. Instructional Media

This is the vehicle of instruction. It is the means of communication in instruction such as films, tapes, slides, charts, etc.

10. Line Production

This is an organizational reference to a sequentially stepped production procedure involving specialization of skills and the transfer of the product through a series of stations similar to the production of an automobile.

11. Special Needs

This is a broad term which is used to include both disadvantaged and the handicapped students.

12. VTR

This is an abbreviation for video tape recorder They vary in the size of tape (width) as well as the range of capability.

Section I

Program and Course Organization Behaviors of the Teacher

This collection of program and course organization behaviors of the teacher relates to those activities associated with program planning and the organization of instruction. It deals with small and large group instruction, individualized instruction, special programs for the slow learner as well as the gifted student. The teacher behaviors in this section have been gleaned from an extensive review of the literature, observations of teacher performance, and an analysis of teaching requirements as well as a number of years of direct teaching experience on the part of the writer.

PROGRAM AND COURSE ORGANIZATION BEHAVIORS OF THE TEACHER

The teacher is able to:

1. Analyze current societal conditions and requirements for content elements appropriate for industrial arts.
2. Analyze student goals, needs, and capabilities for the selection and design of appropriate industrial arts activities.
3. Analyze contemporary industry for the selection and design of appropriate industrial arts activities.
4. Analyze current technological developments for the design and development of appropriate industrial arts activities.
5. Analyze emerging and future developments in industry and technology for the selection and design of appropriate industrial arts activities.
6. Analyze past industry and technological developments for the selection and design of appropriate industrial arts activites.
7. Organize the manipulative, cognitive, and affective elements of a content analysis into a program of study.
8. State objectives in behavioral or performance terms.
9. Select or design appropriate student activities in view of the objectives of the program.
10. Engage students effectively in the planning and executing of selected learning experiences.
11. Develop appropriate units for study.
12. Develop individualized programs based upon the unique characteristics of the learner.
13. Develop programs and learning activities for the handicapped student.
14. Develop programs and learning activities for the disadvantaged student.
15. Develop programs and learning activities for the academically talented and gifted student.

16. Develop programs involving large and small group activities such as group projects, industry studies, and societal problems.

17. Develop programs centered around research and experimentation.

18. Develop programs centered around research and development activities.

19. Develop programs centering around anthropological, contemporary, or futuristic units of study.

20. Make effective lesson plans.

21. Make effective daily and weekly plans of a programmatical nature.

22. Make effective intermediate range program plans.

23. Make effective long range program plans.

24. Make appropriate changes in existing programs to meet the learning needs of students in the program.

25. Integrate appropriate educational media elements into the program.

26. Coordinate learning activities effectively with other teachers.

27. Evaluate the effectiveness of program and course materials.

28. Integrate appropriate community resources into the program.

29. Develop programs involving individual activities.

30. Relate new content and activities to previous lessons.

31. Utilize principles of human growth and development in selecting and structuring learning experiences.

Section II

Teaching Methodology Behaviors of the Teacher

This listing of behaviors of the teacher associated with teaching methodology is the most extensive of all the listings in this compilation. This extended listing is due to the large number of teaching methodologies with which the teacher should develop competence. The methodologies and their associated teacher behaviors range from the selection of a method to the execution of the method. The methodologies include the class discussion, individualization of instruction, questioning techniques, non-directive teaching, use of media, unit procedures, group and line production procedures, and the use of a variety of kinds of instruction skills. The listing includes the traditional as well as the more contemporary forms of instructional procedures.

TEACHING METHODOLOGY BEHAVIORS OF THE TEACHER

The teacher is able to:

1. Lead class discussions effectively.
2. Lead seminar class sessions effectively.
3. Work effectively with students on an individual basis.
4. Work effectively with small groups in group planning sessions.
5. Work effectively with large groups in class planning sessions.
6. Select appropriate activities in relation to specific goals to be achieved.
7. Select appropriate activities in view of individual differences in the class.
8. Coordinate activities with teachers in other disciplines within the school.
9. Use proper questioning techniques with students on an individual basis.
10. Use proper questioning techniques with students on a group or class basis.
11. Use non-directive teaching procedures in working with students.
12. Develop appropriate lesson plans for a variety of teaching situations.
13. Structure a unit or segment of instructional content that extends over a period of several class sessions.
14. Select and order films, tapes, and other educational media items appropriate for the instructional program.
15. Properly introduce a film or other form of instructional material.
16. Secure active participation on the part of a large proportion of the class or group.

17. Properly summarize a film or other form of instructional material after it has been presented.

18. Constructively criticize or evaluate a comment, or other action by a student.

19. Select appropriate methodologies to deal with differing kinds of instructional circumstances.

20. Contrive or design procedures for maximum student involvement on an individual basis.

21. Contrive or design procedures for maximum student involvement on a group basis.

22. Conduct unit studies on topics appropriate for industrial arts education.

23. Conduct group project studies appropriate for industrial arts education.

24. Conduct line production experiences appropriate for industrial arts education.

25. Conduct class planning sessions.

26. Conduct individual planning activities.

27. Summarize class discussions or group presentations.

28. Properly demonstrate tool or machine operations.

29. Develop effective assignment sheets.

30. Develop effective information sheets.

31. Develop effective operation sheets.

32. Develop effective job sheets.

33. Involve students in inquiring processes out in the community.

34. Involve students with community projects or institutions in their pursuit of the program.

35. Stimulate students to go beyond their present capability.

36. Encourage and stimulate self initiative on the part of students.

37. Manage student-directed activities.

38. Direct or manage role-playing activities effectively.

39. Manage effectively show-and-tell experiences.

40. Initiate problem solving activities in class.

41. Conduct effectively a variety of problem solving activities.

42. Deal effectively with special needs students.

43. Formulate individualized instructional plans.

44. Conduct effective individualized instruction.

45. Conduct effective group instruction.

46. Conduct effective instruction in information-gathering procedures.

47. Formulate group instructional plans.

Section III

Educational Technology or Media Use Behaviors of the Teacher

This section is devoted to those behaviors that deal with the use of media or educational technology. It is an inventory of competencies that may be useful to the skilled teacher. A wide variety of media and equipment is dealt with in this section such as motion pictures, slides, video tape recorders, audio tape recorders, cassettes, panels, graphs, charts, bulletin boards, flannel boards, programmed instruction, chalkboards, and a variety of projectors. The competencies include the design, construction, and use of various forms of communication media. The listing is intended as a starting point and is not to be considered a complete or exhaustive catalog of such items.

EDUCATIONAL TECHNOLOGY OR MEDIA USE BEHAVIORS OF THE TEACHER

The teacher is able to:

1. Set up and use a sound motion picture projector effectively in a variety of instructional capacities.
2. Set up and use a reel-to-reel tape recorder effectively in a variety of instructional applications.
3. Set up and use a cassette tape recorder effectively in a variety of instructional applications.
4. Set up and use a 2 x 2 slide projector effectively in a variety of instructional applications.
5. Set up and use a 3¼ x 4 slide projector effectively in a variety of instructional applications.
6. Set up and use a film strip projector effectively in a variety of instructional applications.
7. Set up and use the opaque projector effectively in a wide variety of instructional applications.
8. Set up and use a VTR effectively in a variety of instructional applications.
9. Develop appropriate and quality transparencies for the overhead projector.
10. Preview and effectively plan for the presentation of a motion picture.
11. Design and develop effective flannel board presentations.
12. Design and develop effective 35 mm slide presentations from pictures taken with a 35 mm camera.
13. Properly arrange the seating and other facilities in the room or laboratory for the effective use of instructional media.
14. Use effectively a number of different lettering devices.
15. Use the chalkboard effectively.
16. Use chalkboard drawing tools effectively.

17. Use a flannel board effectively.

18. Select appropriate programmed instructional materials.

19. Use programmed instructional materials effectively.

20. Use the field trip as an effective instructional procedure.

21. Use guest speakers effectively in an instructional program.

22. Use panels, graphs, and charts in an effective instructional process.

23. Use the overhead projector effectively in a variety of instructional applications.

24. Use the magnetic board effectively in a variety of instructional applications.

25. Design, construct and use mock-ups and models effectively.

26. Set up and use the 35 mm film strip projector effectively in a variety of instructional applications.

27. Use appropriate texts, references and other supplementary written materials effectively to maximize instruction.

Section IV

Laboratory Management Behaviors of the Teacher

A very important component of the work of an Industrial Arts teacher involves the issue of management. There is the management of the instructional program as well as the extensive physical surroundings including equipment, furniture, tools, and materials. The actual management process involves many real and concrete opportunities for the student to engage in rich and relevant educational activities. The range of behaviors for laboratory management in this listing include those that are related to inventorying, requisitioning, maintaining equipment, keeping student records, developing and managing safety programs, storing materials and projects, managing the students and the laboratory as well as many more.

LABORATORY MANAGEMENT BEHAVIORS OF THE TEACHER

The teacher is able to:

1. Provide for effective involvement of the students in the management of the laboratory.
2. Develop and manage an effective personnel organization plan within the laboratory.
3. Develop and maintain an effective laboratory clean-up system.
4. Develop and manage an effective instructional material, tool, machine, and laboratory furniture inventory system.
5. Develop and manage an effective program of tool maintenance.
6. Develop and manage an effective program of machine maintenance.
7. Develop and manage an effective program of laboratory furniture maintenance.
8. Develop and manage an effective tool control system.
9. Develop an effective plan for fuel and material conservation.
10. Maintain an effective laboratory control system relative to non-class usage.
11. Develop and manage an effective safety program.
12. Develop and manage an effective procedure for emergency-danger situations.
13. Maintain appropriate student conduct or behavior in class.
14. Develop and manage effective student records systems.
15. Develop and maintain an effective project storage system.
16. Develop and maintain an effective material storage and dispensing system.
17. Develop and maintain an effective planning center.

18. Develop and maintain effective display facilities.

19. Develop an appropriate laboratory plan (furniture, tools, equipment, assembly, etc.) conducive to an effective instructional program.

20. Identify and requisition needed materials and equipment.

21. Develop and manage an effective ordering or requisitioning procedure.

22. Write material, tool and equipment specifications for ordering purposes.

23. Maintain an effective inspection and record procedure on all incoming materials, tools, and equipment.

24. Identify adequate lighting standards for a variety of laboratory activities.

25. Identify adequate acoustical standards for a variety of laboratory conditions.

26. Identify an effective color coding system for use in the Industrial Arts laboratory.

27. Identify proper floor treatment applications appropriate for a range of laboratory conditions.

28. Manipulate the physical environment in accordance with the instructional needs of the program.

29. Make minor repairs and adjustments on the normal laboratory equipment.

30. Sharpen common cutting tools normally found in the laboratory.

31. Manage the physical care and maintenance of the laboratory.

32. Provide physical facility arrangements for handicapped students.

33. Identify physical facilities requirements for various kinds of handicapped students.

34. Execute official policies and practices relative to laboratory management.

35. Maintain accurate and complete accident records.

36. Develop and display visual materials which enhance the learning environment.

Section V

Observation Behaviors of the Teacher

One of the most important areas of teacher behaviors relates to the process of observation. The observation of students is a skill that each teacher must develop with a sensitivity that will permit maximum planning and decision making on his/her part. The great teacher is one that has acquired or developed the powers of observation associated with the diverse dimensions of student behavior.

The listing in this section is largely devoted to the identification of various forms of student behavior that may provide clues for the teacher to use in instructional planning and adjustment. Other observations relate to physical conditions in the laboratory. The beginning teacher has had little time or training in the development of this skill.

OBSERVATION BEHAVIORS OF THE TEACHER

The teacher is able to:

1. Develop effective observation records.
2. Identify students needing attention or assistance on manipulative tasks.
3. Identify students needing assistance with selecting appropriate materials for class activities.
4. Identify students experiencing difficulties with tool selection, utilization, and/or manipulation.
5. Identify students having difficulties with machine operations.
6. Identify students whose abilities are beyond the class activities.
7. Identify students performing beyond the normal class expectations.
8. Identify students whose abilities are below the class activities.
9. Identify students performing below the normal class expectations.
10. Identify students having learning difficulties.
11. Identify students experiencing "self-concept" difficulties.
12. Identify students experiencing social adjustment problems.
13. Identify students experiencing difficulties in moving from the concrete to the abstract.
14. Identify students experiencing body coordination problems.
15. Identify students experiencing hearing or seeing problems.
16. Detect unsafe behavior on the part of the student.
17. Detect various forms of malfunction in equipment.

18. Detect unsafe conditions existing in the laboratory.

19. Identify laboratory management problems existing in a facility.

20. Identify strengths observable in the students.

21. Identify peer groupings in a class.

22. Identify students striving for independence from adults.

23. Identify students needing recognition and acceptance.

24. Identify students exhibiting strong dependence behaviors.

25. Identify individual needs.

26. Identify group needs.

27. Identify patterns of individual behavior.

28. Identify patterns of group behavior.

29. Identify students with a high need for achievement.

30. Identify students with a low need for achievement.

31. Identify students with physical or emotional difficulties.

32. Identify students with problems associated with the disadvantaged.

33. Identify students with problems associated with the handicapped.

34. Identify students with problems associated with the academically talented and gifted.

35. Identify students with leadership ability.

36. Identify students with creative talents.

Section VI

Student Performance Evaluation Behaviors of the Teacher

This set of teacher behaviors is related to the important area of student evaluation. The items range over a broad spectrum of competencies associated with the work of the Industrial Arts teacher. They include evaluation competencies related to the affective, cognitive, and manipulative functions. Other items deal with test construction, grade assignment, interpretation of scores, administration of tests, use of progress charts, and the drawing of appropriate inferences or conclusions from evaluation data. The area of evaluation includes a number of critical competencies that are useful in teaching and program developing activities as well as in providing important feed-back information to the student.

STUDENT PERFORMANCE EVALUATION BEHAVIORS OF THE TEACHERS

The teacher is able to:

1. Evaluate student performance accurately on selected manipulative tasks.
2. Evaluate student development effectively in the cognitive areas of the program.
3. Assess effectively student development in the affective areas.
4. Identify areas of needed assistance in instruction for students of varying levels of ability.
5. Assess background deficiencies in students as related to the program of study.
6. Write or construct effective evaluation items dealing with the cognitive domain.
7. Write or construct effective evaluation items in the affective domain.
8. Develop objective measures to assess student manipulative performance.
9. Develop an appropriate grade assignment (A, B, C, etc.) for students based upon available evidence.
10. Make item analysis for the purpose of test evaluation process improvement.
11. Develop evaluation instrumentation appropriate for use with a computer scoring and analysis system.
12. Develop an effective evaluation instrument for students to use in assessing teacher performance.
13. Draw accurate and appropriate inferences from student performance evaluation data.
14. Use information from student performance evaluations to identify needed changes in program and instructional procedures.
15. Administer selected standardized instruments in accordance with prescribed procedures.

16. Interpret the results of selected standardized instruments accurately and appropriately.

17. Develop appropriate levels of expectancies for students in relation to their capabilities and developmental stages.

18. Use the evaluation process as a teaching tool.

19. Help students to understand, accept, and utilize the evaluation for self-improvement.

20. Develop effective criteria and procedures for evaluating student performance.

21. Develop effective student self-evaluation procedures.

22. Relate evaluation activities to specific instructional goals.

23. Communicate effectively to the students the process for arriving at an evaluation or grade.

Section VII

Professional and Related Teacher Behaviors

This section on professional and related teacher behaviors contains a number of items that relate to such competencies as interpreting industrial arts, assisting students with learning problems, developing professional relations with school personnel, the development of effective relations in the community, and making reports.

The listing is limited to those behaviors that would not be included in the other sections of this collection. Each item represents a form of behavior that may be expected of a teacher of industrial arts at the middle and secondary levels.

PROFESSIONAL AND RELATED TEACHER BEHAVIORS

The teacher is able to:

1. Interpret the definition of industrial arts education to parents, teachers, administrators, boards of education, and the public in general.
2. Interpret the role of industrial arts education in the contemporary society.
3. Interpret the career development implications of industrial arts eduction activities.
4. Interpret the implications for industrial arts education in dealing with disadvantaged, handicapped, and academically talented children.
5. Relate industrial arts education activities to current curriculum trends.
6. Relate laboratory activities and processes to current industrial, business, or social practices.
7. Plan and coordinate industrial arts education activities with teachers in other areas or disciplines.
8. Analyze problem situations in terms of their contributing elements.
9. React constructively to most problem situations dealing with students.
10. React constructively to most problem situations dealing with other professionals.
11. React constructively to most problem situations involving parents and lay personnel.
12. Effectively assist students with learning problems.
13. Effectively work with accelerated students.
14. Manage an effective instructional program.
15. Administer standardized tests.
16. Supervise or manage home room activities.
17. Effectively supervise club or extra-curricular activities.
18. Develop effective professional relations with department and school staff.

19. Develop effective professional relations with various elements of the community.

20. Describe behavior adequately to provide good records for future reference.

21. Describe behavior adequately to communicate accurately to other assisting personnel.

22. Develop effective anecdotal records.

23. Develop and use participation charts.

24. Develop and use sociograms for instructional purposes.

25. Conduct action studies related to industrial arts education functions or activities.

26. Develop library and resource material listings for purchase by the school.

27. Analyze and identify one's personal and professional needs appropriate for success as a teacher.

28. Develop a system of evaluation feedback from students for effective program and professional improvement.

29. Participate effectively in professional activities in state and national professional organizations.

30. Develop positive relationships with students.

31. Complete necessary paperwork and reports promptly and accurately.

POST-SCRIPT

Although this is the last page, it is only the beginning for such a compilation. The value of such an inventory is related to the use that is made of it. Also, the changes and additions that are made in such a listing should make it a better instrument in the process of teacher development.